

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL)

Minutes

Meeting Date and Location: March 17, 2003

George Mason University

Fairfax, Virginia

ABTEL Members Present:

Sharon Condrey Cheryl I. Lightfoot J. David Smith
Judy Davis-Dorsey Jane Massey-Wilson Susan Walton
Ron Diss Suzanne Meyer Rena´ White
Mark Glaser Dale Sander
Linda Kelly Donna S. Smith

ABTEL Members Absent:

Nancy Davenport Mark Ingerson
Kenneth Fleming Nancy Miller
Margaret Shibley Gray Rita Thompson

Board of Education Liaison:

Susan T. Noble (absent)

Ex-Officio Members:

Toni Cleveland (absent)
Nancy Cooley

Department of Education Staff:

Thomas A. Elliott
JoAnne Y. Carver
Patty S. Pitts

Invited Speaker:

Dr. Jeffrey Gorrell, Dean
George Mason University

Guests:

Gulma Iglesias, George Mason University
Mary Kealy, Fairfax County Public Schools
Martha L. Taco, George Mason University
Betty Lambdin, Virginia Education Association
Connie Smith, Fairfax County Public Schools
Dr. Peter Stern, Provost, George Mason University

FULL BOARD MEETING

Dr. Jane Massey-Wilson, chair of the Advisory Board on Teacher Education and Licensure, called the meeting to order at approximately 9 a.m. and welcomed

members and guests. Dr. Massey-Wilson introduced Dr. Peter Stern, provost, George Mason University (GMU). Dr. Stern welcomed ABTEL members and guests to the campus. He emphasized the importance of preparing competent, qualified teachers, developing teacher standards, and closing the gap in student achievement in the Commonwealth of Virginia.

INTRODUCTION OF GUESTS

Dr. Massey-Wilson introduced the invited speaker Dr. Jeffrey Gorrell, dean, graduate School of Education, George Mason University. The following guests introduced themselves to the advisory board members: Gulma Iglesias, student, GMU; Mary Kealy and Connie Smith, Office of Professional Development, Fairfax County public schools; Betty Lambdin, Virginia Education Association; and, Martha L. Taco, student, GMU.

APPROVAL OF AGENDA

Donna Smith made a motion to approve the agenda as presented. Linda Kelly seconded the motion, and the motion was unanimously approved.

APPROVAL OF MINUTES

Rena´ White made a motion to approve the minutes of the January 27, 2003, advisory board meeting. Cheryl Lightfoot seconded the motion, and the motion was approved unanimously.

INVITED PRESENTATION

Dr. Jeffrey Gorrell, dean, Graduate School of Education, George Mason University. (GMU), presented a PowerPoint presentation, *The Graduate School of Education: Present and Future.*”

GMU offers 20 degree programs in education (15 at the graduate level), including programs leading to the following: initial teacher licensure at the graduate level; graduate certificate programs; and a Ph.D. in multiple specializations. The school of education serves 2,083 graduate and 376 undergraduate students. There are 95 full-time faculty members.

Local schools and surrounding communities receive support through the following GMU services: Office of Adult Learning and Professional Development; Keller Institute of Human Disabilities; Center for the Advancement of Public Health; Office of Education Services; Center for Education Policy; and other funded projects related to teaching and learning.

The Office of Education Services is a relatively new office designed to assist public schools in Northern Virginia share expertise in a systematic manner. The primary purpose of the office is to build relationships with schools via existing and shared resources.

The new Center on Education Policy will focus on assisting faculty engaged in policy-related research and implications. Pre-service preparation of teachers is based on a professional development school model that includes year-long internships, focus on student achievement, teacher professional development, and action research.

The GMU School of Education has partnerships with Arlington, Fairfax, Loudoun, and Prince William Counties and is a member of the Holmes Partnership. Programs offered through the School of Education are responsive to the needs of local schools and teachers, indicate evidence of strong field-based components, and are designed to promote collaborative, practice. The professional development school model affords GMU pre-service teachers the opportunity to serve as paid substitute teachers and to be hired as “second year teachers” in participating divisions.

The program in Advanced Studies in Teaching and Learning is based on National Board Professional Teaching Standards that emphasize reflective practice and results in high rates (75 percent plus) of successful applicants for National Board Certification.

The program in Early Childhood Education: Unified Transformative Early Education Model (UTEEM) is nationally recognized and leads to triple licensure in Early Childhood Education, Early Childhood Special Education, and English as a Second Language. Graduates of this program are in high demand and meet special needs of the Northern Virginia Region.

The Elementary Education (PK-6) program offers a strong field-based curriculum with in-depth experiences provided through professional development schools. GMU is one of five Virginia colleges and universities participating in the state-funded Severe Disabilities (teacher preparation) Consortium. Personnel in the School of Education are engaged in a variety of activities: developing an articulation agreement with the Virginia Community College System; preparing for a Virginia Department of Education/National Council for Accreditation of Teacher Education program approval visit during the fall of 2003; conducting performance based assessments; preparing a *Teachers for Tomorrow's Technology (PT3)* grant proposal; and developing follow-up studies of graduate students.

Dean Gorrell stated that the GMU School of Education has made a positive impact on the preparation of teachers in Virginia. For example, GMU is the primary provider of teachers of English as a Second Language (PK-12) in the state; pre-service program graduates regularly cite the lasting influence of their preparation they received; there is an increase in the number of applications to programs leading to teacher licensure; professional development schools are receiving national attention; and specialized programs serve as models for other programs.

AGENDA ITEMS

Agenda Item A: Resolution of the Advisory Board on Teacher Education and Licensure to Enhance Reading Instruction

Dr. Massey-Wilson provided an overview of background reading initiative materials previously provided to ABTEL members, including House Joint Resolution No. 794 requesting the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics; the April 11, 2001, report from Dr. Louisa C. Moats on a *Review of ETS and NES Reading Assessments*; and the ABTEL's November 18, 2002, final approval of *Recommendation to the Board of Education on Pre-service and Inservice Requirements for Elementary and Special Education Teachers and Reading Specialists*.

Dr. Massey-Wilson suggested that the motion be translated into a resolution to be reflected as part of the Board of Education's March 26, 2003, minutes. Since the draft resolution was received by the ABTEL membership for the first time at the March 17, 2003 meeting, members were provided the opportunity to read and discuss the resolution.

Discussion of the resolution resulted in several minor revisions. It was noted that in July 1, 2004, individuals seeking initial licensure would take the reading assessment without an established cut score. Elementary, special education, and reading specialists would take the assessment and within the next three years, cut-scores, including standard error of measurement, would be established.

Sharon Condrey made a motion to adopt the resolution with suggested minor edits. Mark Glaser seconded the motion. The motion was approved by 12 of the 13 members in attendance. One member opposed the resolution.

Agenda Item B: No Child Left Behind (NCLB) Requirement for In-service Teachers "Hired Previous to the First Day of School, 2002-03"

Dr. Thomas A. Elliott, assistant superintendent, Division of Teacher Education and Licensure discussed issues related to requirements for highly qualified elementary, middle, and secondary teachers and high quality professional development for in-service teachers. Virginia must have established measurable performance objectives in these areas by May 1, 2003. Percentage of increase (in annual increments) must be established through 2005-2006.

Dr. Elliott discussed sanctions that would be implemented for those divisions not meeting stated annual incremental percentages. He indicated that several licensure regulation revisions related to highly qualified teachers would be

needed to comply with NCLB regulations. For example, licensure revisions to reflect middle school endorsement areas and reading assessment requirements would need to be made. Dr. Elliott noted that professional development standards for Title IX might be used to verify percentages established for highly qualified professional development criteria.

Agenda Item C: Highly Qualified Paraprofessionals: The Educational Testing Service's ParaPro Assessment

Mrs. Patty S. Pitts, director of professional licensure, provided an update on the ParaPro Assessment developed by the Educational Testing Service (ETS). The ParaPro Assessment for prospective and practicing paraprofessionals measures skills and knowledge in reading, mathematics, and writing and the ability to apply those skills and knowledge to assist in classroom instruction. At its February 26, 2003, meeting the Board of Education received a recommended initial qualifying score for passing the ParaPro Assessment in Virginia.

The State Superintendent of Public Instruction recommended a cut score of 455 (one standard error of measurement below that recommended by the state validation and standard-setting committee). The board received this information for first review and asked that a survey be obtained from school divisions on how many paraprofessionals would probably take the assessment, as well as which human resources directors would support the recommended cut score.

This item will be presented to the Board of Education at its March 26, 2003, meeting.

Ms. Pitts indicated that no decision has been made as to whether or not there will be a waiting period required for individuals between tests. The test fee for the ParaPro Assessment is \$40. A study guide for the ParaPro Assessment is available through ETS for \$25.00. Further information regarding the test may be accessed at the following Web site: www.ets.org/parapro (ParaPro Assessment [0755]; Test at a Glance). By January 8, 2006, all instructional paraprofessionals supported by Title I funds must be highly qualified.

Agenda Item D: Organization Plan for Implementing the Virginia Teacher Quality Enhancement Grant

Dr. Thomas A. Elliott provided an update on the Virginia Teacher Quality Enhancement Grant. He stated that four of the six personnel positions for the grant have been filled. Dr. Richard Layman is director for the grant; Dr. Linda Wallinger is associate director; Ms. Joy Baytops is specialist for higher education (community and four-year colleges and universities); and Ms. Priscilla Clayborne is project associate. The positions of K-12 specialist and data systems analyst have not yet been filled.

An organizational plan for the grant will be provided to ABTEL members at their April 2003, meeting.

Grant initiatives will focus on the following areas: development of a comprehensive data system; recruitment and retention of highly qualified teachers, and development of a proposed differentiated staffing model and multi-tiered licensure system.

To support the multi-tiered licensure system initiative, the Virginia Teacher Quality Forum was held March 20-21, 2003, at the Sheraton Richmond West Hotel. Approximately 200 exemplary teacher leaders from across the commonwealth were invited to attend and play a role in developing a proposed multi-tiered licensure system for career pathways for the teaching profession. Teachers and other educators participated in a series of focus group discussions and other activities to accomplish stated goals. A report of forum activities will be provided to ABTEL for review.

Additionally, the Office of Teacher Quality Enhancement in the Division of Teacher Education and Professional Licensure will host a mentor teacher institute on June 17-18, 2003, which will be funded by Virginia's Teacher Quality Enhancement grant. The institute will be held at the Sheraton Richmond West Hotel, 6624 West Broad Street, Richmond, Virginia. Each school division will be invited to send its mentor contact or a designee to participate in this professional development opportunity. The mentor teacher institute will feature presentations about proven mentoring models that are grounded in scientifically-based research and allow several school divisions to share the details of effective models they have developed to fit the needs of their localities. All models will support Virginia's Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers. Following the institute, school divisions will have the opportunity to submit a proposal for funding to develop and pilot a mentor model. ABTEL members were invited to encourage participation from school divisions and other professional organizations regarding submission requests for proposals related to grant initiatives.

Agenda Item E: Prerequisites for the Special Education Conditional License

Dr. Thomas A. Elliott reported that funds are available to support teacher preparation initiatives related to meeting the prerequisite requirements for the special education conditional license. Individuals must satisfy the requirements outlined in the licensure regulations, including meeting the competencies of characteristics (foundations) and legal aspects of special education prior to eligibility for a special education conditional license.

Funded pilot projects will be conducted in Superintendent's Study Regions 3, 4, and 8. Based on survey results, these are the regions that show the greatest need. Interested individuals assigned to regions 1,2,5,6, and 7 may participate in

the pilots. During the period April –August 2003, George Mason University will offer a pilot program for Region 4. Regent University will conduct a pilot program in Regions 3 and 8. Individuals will not be issued special education conditional licenses for the 2003-04 year if prerequisite requirements have not been satisfied.

Old Dominion University will continue to receive funding for the 2003-04 to support the Commonwealth Special Education Endorsement program (CSEEP). It is anticipated that an additional \$150,000 will be available to support projects in Southwest and Northern Virginia similar to the CSEEP program. School division representatives were sent letters last week notifying them of contacts for the newly funded projects.

Agenda Item F: Instructional Personnel Survey

Dr. JoAnne Y. Carver, director of teacher education, provided an update on the Instructional Personnel Survey. ABTEL members were provided a copy of the survey template. Survey components include basic demographic information (e.g., gender, birthdate, social security number, etc.), as well as information on teaching and/or administrative experience, teaching assignment, number of classes/sections taught, fulltime equivalency, and whether or not an individual is teaching in a program supported by Title I (Part “A”) funds.

This is the first time that divisions will provide survey information for individual teachers and administrators. To date, 116 divisions have successfully submitted data. Data from surveys will be used to determine annual measurable performance goals for highly qualified teachers and paraprofessionals and highly qualified professional development measures.

Agenda Item G: Special Education Validation and Standard-Setting Studies

Mrs. Patty S. Pitts provided a status report regarding special education validation and standard setting studies. Studies will be conducted the first week in April for the Praxis II Education of Exceptional Students: Core Content Knowledge and Education of Exceptional Students: Learning Disabilities tests. Approximately 110 Virginia teachers representing all exceptionalities will participate in the process. Results of the studies will be submitted to the Virginia Department of Education.

ABTEL’s Issues of Interest:

Licensure Renewal: Professional Development, Points for Membership on the Advisory Board

Dr. Mark Glaser made a motion that individuals receive 180 points toward licensure renewal for full attendance during a three-year term at ABTEL meetings.

Suzanne Meyer seconded the motion, and the motion was approved unanimously. The recommendation must be approved by the Board of Education.

Middle School Licensure Requirements

There was no discussion regarding this item.

Other Discussion of Teacher Education and Licensure Related Issues

Patty Pitts stated that other licensure changes would be recommended in the areas of child abuse preparation (as required by the *Code of Virginia*), name changes for endorsements such as work and family studies, and the elimination of the visiting teacher endorsement.

Linda Kelly said that as a teacher her opinion is that the “abstract algebra” requirement is no longer a focus as a competency for a mathematics endorsement. The Department of Education will review this as a possible suggestion for licensure modification.

Dr. Jane Massey-Wilson appointed Sharon Condrey, Suzanne Meyer, Cheryl Lightfoot, and Dr. Ron Diss to a subcommittee to determine ABTEL’s recommendation regarding suggestions for determining in-service teachers’ competencies in the area of reading. Recommendations from the subcommittee will be presented at the April 28, 2003, ABTEL meeting.

Liaison Reports

The Virginia Community College System (VACCS)

No report was given by the VACCS.

The Council of Higher Education for Virginia (SCHEV)

Dr. Nancy Cooley, academic affairs director, announced that there has been a total revision of the process for distributing No Child Left Behind (what used to be the Eisenhower) funds. In collaboration with Department of Education personnel, SCHEV will award grants in the amount of \$1,250,000 to institutions of higher education, including community colleges, to support initiatives associated with NCLB. Additionally, Virginia has been awarded a technical assistance SHEEO grant to support teacher quality policy development efforts.

Department of Education

Dr. Thomas A. Elliott disseminated the Virginia Department of Education NCLB

Question and Answer update as it relates to highly qualified teachers and paraprofessionals. The complete document can be accessed at www.pen.k12.va.us .

Adjournment

The advisory board meeting was adjourned.